



## **Redesign Plan**

Coit Arts Academy

Grand Rapids Public Schools

Ms. Barbara Reeb, Principal  
617 COIT AVE NE  
GRAND RAPIDS, MI 49503-1541

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# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

### **SCHOOLPROFILE:**

146 Males 129 Females= 275 students

165 of our students are outside of our attendance area

Our student body breakdown: 1-Asian 91-African American 68-Hispanic/Latino 33-Mult-Racial 82-White/Caucasian

Students who are ELPA Basic Category - 9

Free lunch/Reduced 84% No assistance/no response 16%

Coit is located in the Belknap Park neighborhood on the northeast side of Grand Rapids. Our attendance area is bordered by Spectrum Health, GVSU and MSU Medical campuses, and Leonard Street. Our community has become more diverse over the past 3 years as a result of the increase of the hospital and college infrastructure. Because of the increase in the college student population there are less neighborhood children to attend school. We have a great diversity in our student base, including socio-economic and education status. Coit also has had a principal change in the last 12 months.

All members of the teaching staff are highly qualified. A majority of the teachers have taught at Coit Creative Arts Academy for at least 7 years. The school staff maintains purposeful, active, positive relationships with the families of its students as well as with the community in which it operates to support student learning. We have 10 regular classrooms and 4 MOCI Classrooms. 14 classroom teachers, 1 resource teacher, 1 literacy paraprofessionals, 4 KSSN workers, and DA Blodget resources.

Parent/Family Involvement Schools actively and continuously involve parents and families in student learning and other school activities.

The school believes that in order for its students to be successful it must have a strong, vibrant system of communication with parents/families. To achieve this goal, it relies on a variety of two-way, on-going, and meaningful communication methods.

## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

### **VISION STATEMENT:**

The GRPS will be a place where ALL students become educated, self-directed, and productive members of society

Upon graduation, all students will be:

Educated, and therefore able to:

- Apply skills and knowledge learned from a rigorous and relevant core curriculum.
- Demonstrate proficiency in current technologies.
- Transfer career and employability skills across multiple settings.
- Pursue life-long learning to succeed in a changing global community.

Self-Directed and therefore able to:

- Use a high degree of self-awareness to facilitate making life-directing decisions.
- Identify and initiate career-appropriate post-secondary options.

Productive, and therefore able to:

- Appreciate and respect cultural and individual diversity.
- Actively participate as productive members of a democratic society.

Graduates will meet the specific credit requirements as defined by the rules of this policy. These requirements will meet or exceed the minimum graduation requirements as defined by the State of Michigan.

### **MISSION STATEMENT**

The mission of the GRPS is to ensure that ALL students are educated, self-directed and productive members of society by:

- Ensuring the achievement of high academic standards by ALL students leading to on-time graduation;
- Providing rigorous, high-quality instruction supported by an environment conducive to learning;
- Equipping students to successfully meet the demands of a workforce in a technological and global society;
- Involving parents and community;
- Providing a safe and secure environment conducive to learning

### **BELIEF STATEMENT:**

Coit Creative Arts Academy focuses on students' needs, interests, and talents by integrating the arts into all subject areas. By using their individual skills and talents, the students will become educated, responsible, respectful, and productive citizens.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

### **NOTABLE ACHIEVEMENTS:**

Beat the Odds (as recognized by Kent Intermediate School District)

Two-time Meijer Good School Grant recipients

In the past 9 years has met AYP

Students CCR growth in National Norm-Referenced MAP test have shown 20% increase in the past year.

Artist in Residence School (through Grand Rapids Symphony)

PTO - increase from 2 members to 18 members (less than 1% participation to 7%)

Part of the creative arts curriculum allows for a variety of student performances show-cased for parent, staff, and community members. For example we have 1 dance performances, a winter and spring musical theater productions, and a annual Black History Program.

### **AREAS for IMPROVEMENT:**

Increase and Support Parent Involvement activities in conjunction with the school.

Reading Fluency - Improve differentiation instruction through RTI Model to promote/increase reading fluency.

Math Fluency - Improve differentiation instruction.

Continue to improve strategies for Positive Behavior Intervention in school to improve the academic atmosphere and impact learning behaviors and environments of students.

Continuation of Arts Integration by using design thinking techniques in order to satisfy Common Core requirements.

We were identified as a Priority School in August 2014. Coit's Top-to -Bottom ranking was the 4th percentile.

### **Score Card Summary for 2014-15:**

Z-Scores based on MEAP for our lowest areas: Math, Writing and Reading

Math: Z-Score of -1.3197 with an achievement gap of -2.1412 and improvement of -0.5528 and achievement of -0.4596.

Writing: Negative Z-Score of -2.2932. The achievement gap was -3.2162 and improvement of -2.1408. Achievement of -0.1647.

Reading: Negative Z-score of -0.7238 which means that this is an area to watch.

We will be focussing on the following "Big Ideas" from our Reform/Redesign Plan:

Our Big Ideas for Coit:

- Use a data driven model to guide all decision making processes that directly link to student achievement. SIP Cycle.
- PBIS - Redesigning the PBIS process for decreasing the amount of discipline issues in our school and standardizing the way that all staff defines and handles discipline.
- Multi-Tier Differentiation (Tier I, II, III)- Teaching strategies, critical thinking skills, deepen understanding of given district curriculum and tie in with CCSS, differentiation definition and skills needed to effectively differentiate. Increasing a variety of strategies through a variety of curriculum that meets the needs of all our students.





## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

Coit Creative Arts Academy is a GRPS Theme school that places an emphasis on the creative arts which includes music, visual arts, dance and drama aside from the general curriculum. Coit is the only purely dedicated creative arts school within the district. All of our students take music class twice a week, art class twice a week and dance one time during the week. In integrating the arts at Coit, one of our goals is to help students construct and demonstrate understanding through an art form. Our art, dance and music teachers all work in conjunction with our general and special education teachers to create a curriculum that reinforces skills needed for math, science, social studies, English, reading and writing. This team teaching helps to seamlessly integrate the arts into the general and special education classrooms on multiple levels. Examples have included creating math raps in the classroom to reinforce math fact concepts, acting out story problems to help solve tough equations, writing scripts in the ELA classrooms to help build up visualization techniques in student writing, puppet shows on geography, dancing in geometric patterns and much more. Highlighting all of this work, students at Coit put on three major performances throughout the year to showcase what they have learned in their music, art and dance classes. These performances consist of a vocal Holiday concert, a Black History Month vocal, strings concert and art showcase, a culminating Dance Performance in May and an end of the year Spring Musical in June. All students are involved in these productions whether it is on stage or behind the scenes as crew members. Coit students are also exposed to multiple opportunities outside of school such as field trips to see musicals, ballets, plays, symphonies, art exhibits and others. Coit also partners with several organizations to help give our students even more opportunities within the arts such as Civic Theatre, Grand Rapids Symphony AIRS, Circle Theatre, Broadway Grand Rapids, CareBallet, Student Advancement Foundation, Grand Rapids Art Museum, UICA and Kendall College. These partnerships are invaluable because they give our students the ability to see live, professional artists and works of art that they might not otherwise have had the chance to witness.

# **Priority School Assurances**

## **Introduction**

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

## Priority School Assurances

Label	Assurance	Response	Comment	Attachment
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes	See Attached 2014-15 Educator Evaluation Guidebook.	2014-15 Educator Evaluation Guidebook

Label	Assurance	Response	Comment	Attachment
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes	Please see attached 2014-15 Administrator Evaluation Guidebook	2014-15 Administrator Evaluation Guidebook

# **Operational Flexibility Assurance**

## **Introduction**

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

## Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	No	We will be working with the district on this assurance.	

Label	Assurance	Response	Comment	Attachment
	<p>Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c:</p> <p>Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ____ School.</p> <p>(a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p> <p>(b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p>	No	We will be working with the district on this assurance.	

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	No	We will be working with the district on this assurance.	



## Redesign Plan

Coit Arts Academy

Label	Assurance	Response	Comment	Attachment
	Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.	No	We will be working with the district on this assurance.	

# **Transformation Redesign Diagnostic**

## **Introduction**

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

## **PART A: REFORM TEAM PERSONNEL**

**Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.**

Barbara Reeb, Principal at Coit Creative Arts Academy, reebb@grps.org  
David Dublis, Creative Arts Specialist at Coit Creative Arts Academy, ddublis@grps.org  
Lisa Herman, Teacher at Coit Creative Arts Academy, lherman@grps.org  
Beth Kangas, Parent of a student at Coit Creative Arts Academy  
Leanne Lange, School Reform Facilitator, langel@grps.org  
Cindy Peck, School Reform Facilitator, peckc@grps.org  
Susan Brummell, Kent ISD School Improvement Facilitator, susanbrummel@KENTISD.ORG  
Amy Powney, Math Curriculum Specialist, powneya@grps.org  
Margaret Malone, Director of Fine Arts, malonem@grps.org  
Linda Hecker, MSU Interventionist, heckerl1@msu.edu

## PART B: TEACHING AND LEARNING PRIORITIES

**State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.**

1. Use a data driven model where staff will reflect on daily teaching practices and student outcomes to guide instruction. This instructional learning cycle will be used with formative and summative assessments.
2. PBIS- Redesign our current application of our PBIS process to improve the overall climate of the building, ensuring that all stakeholders hold common expectations, to create an environment that is conducive to learning and academic success for all students.
3. MTSS- Multi Tier System of Supports: Through the instructional learning cycle staff will identify student needs and the effectiveness of the core instruction or the instruction that all students receive every day. Tier I instruction will be the main focal point of this cycle ensuring that student needs are being met through high quality instructional delivery and a scaffolded lesson format.

**State what data were used to identify these ideas**

### STUDENT ACHIEVEMENT DATA

MEAP DATA Analysis - We saw a deficit in MEAP Math proficiency from 2011/2012 to 2013/2014. MEAP Data reflects there is a significant gap in Third Grade Math Achievement Data from 2011/2012 year to 2013/2014 the level of proficiency has decreased from 37% to 27%. In 4th Grade the proficiency level decreased from 46% to 29%. In 5th Grade the proficiency level decreased from 2011/2012 53% to 31% in 2013/2014. In 2011/12 , Level 4 was 37% and in 2012/13 Level 4 was 54%, and in 2013/14 Level 4 was 61%. There is a downward trend of proficiency and an increase of the number of students entering Level 4 over the past three years.

MAP Data Analysis- We saw a deficit in MAP Math proficiency across all grades (K-5). However, there has been a consistent increase in MAP cohort scores from Kindergarten to 5th Grade from 2011/2012 and 2013/2014. The overall Math mean was above the national norm average for Kindergarten, First and Second Grades in 2013/2014. The overall math mean was below the national norm average in 3rd, 4th and 5th Grade.

Our data driven model and multi tiered systems of support were chosen to support our area of student achievement.

### DEMOGRAPHIC DATA

SWIS Data: The amount of minor referrals increased substantially from 16 in 2011/2012 to 43 2013/2014. The major referrals decreased substantially from 2011/2012 (59) to 2013/2014 (46). Also interesting to note was that Minor referrals in 2012/13 there were only 2, and 81 major referrals in 2012/2013 which leads to the need to clearly define what constitutes a major and a minor referral.

Attendance- 22% of non-IEP students are chronically absent. 6% increase in chronic absence rate for students with IEP's. 30% of students with IEP's were chronically absent. 26% of African American students were moderately to severe chronically absent.

This data supports our need to redesign our current PBIS process building wide.

### PERCEPTION DATA

Student Perception Data (Tripod Survey) - 65% K-2, and 56% 3-5 did not feel that there was adequate teacher control in the classroom.

Focus of Survey Questions for Control: "Our class is orderly, on task and respectful, with learning as our first priority."

Parent Perception Data- Out of the 123 parents that were surveyed 78% feel that the rules are enforced equally for all. 78% feel that the school responds to calls, messages, and emails in a timely manner. 76% feel that their students are provided a rigorous curriculum.

Staff Perception Data- From the 11 teachers that responded, 63% felt that their was quality in the PD that was provided but only 45% of the teachers surveyed felt that it helped them build effectiveness in their teaching practices. 40% said that they help another teacher improve his/her teaching. 40% use student data to make teaching decisions.

Based on our perception data our use of a data driven model, our redesign of a PBIS process and developing a multi tier systems of support will help to improve our overall perception data.

### PROCESS DATA

The report summary from our SPR 40 showed that we are exemplary or implemented in every category. This summary does not match with the current data and priority status. From this information, we concluded that we need to take a closer look at our current teaching and learning practices building wide.

This evaluation of our current process data lead us to the big ideas of using a data driven model and the MTSS model.

## PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

**Requirement #1: Replace the Principal and increase leadership capacity at the school.**

**Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. \*Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.**

**Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.**

### 1A: PRINCIPAL REPLACEMENT

A new principal will be hired for Coit Creative Arts Academy. This new principal will be assigned before the end of Planning Year 1. The job description will be developed to ensure that the following turnaround competencies are met:

1. Identify and focus on early wins and big payoffs
2. Break organizational norms
3. Act quickly in a fast cycle
4. Collect and analyze data
5. Galvanize staff around big ideas

Here is how the GRPS defines the turnaround competencies:

#### Identify and focus on early wins and big payoffs

Being a new principal at any school is difficult. Being a new principal at a Priority School adds another challenge when working with staff that may be experiencing anxiety that goes along with having this label. To meet this competency, the new principal will need to change the mindset of staff and start to rebuild the confidence that they can significantly and positively impact student achievement to get off of the Priority list. One way to do this is to focus on the early wins, or improvements, that the staff and students achieve. This will require the new principal to continually analyze the four kinds of data that the Reform and Redesign Plan was created around: Demographic, Perception, Process, and Student Achievement. The new principal, in collaboration with the Instructional Leadership Team, will need to define the parameters for each set of data to determine what amount of change would be constituted as a "win". By monitoring these four areas closely, adjusting when necessary, and celebrating when their pre-established milestones are being reached, the payoff should be big for student achievement, climate, and rebuilding the confidence in staff and students. The new principal will be able to articulate ways in which they might identify and focus on early wins at the building level.

#### Break organizational norms

Being a Priority School means that the district needs to allow Operational Flexibility to occur as long as it is proving to move student achievement and improve the overall climate of the building. The new principal will need to communicate and rationalize their thinking behind reasons to break the norms of the district. The new principal will need to communicate to the district, staff and parents the changes they will make and be able to clearly articulate how these changes will be implemented and monitored to ensure success. Part of this change will require the principal to clearly communicate the expectations not only for themselves, but the staff and parents as well. The new principal will be able to provide examples of times when they have needed to break organizational norms and the final outcomes.

#### Act quickly in a fast cycle

Being a Priority School means that we need to move student achievement at a very rapid rate. The new principal's primary focus will be to  
SY 2014-2015

ensure the effectiveness of instruction and the impact it has on student achievement. In order for this to happen, the new principal will need to monitor data frequently and determine what interventions are working or not working. The new principal will need to quickly determine why something is not working and design a plan to improve it in order to continue moving forward. Although we want the new principal to communicate frequently with all stakeholders, we recognize that there will be moments when time can be a factor and the principal will need to make decisions without seeking input from others. When this does occur, the new principal will need to have a plan in place to ensure timely communication to stakeholders. This communication plan could include, but is not limited to: RoboCalls, building newsletters, updating the school's website, staff meetings, and Parent Teacher Community Council meetings (PTCC). The new principal will be able to provide examples of when they have needed to act quickly in a fast cycle and be able to articulate why they felt the choices they made were necessary and the outcomes that occurred because of this fast action.

### Collect and analyze data

There are many forms of data that the new principal will need to monitor frequently at Coit Creative Arts Academy:

Demographic: attendance, mobility, office referrals, and suspensions

Perception: staff, student, and parent surveys

Process: School Process Rubric data and school programs

Student Achievement: MEAP, NWEA/MAP, and district common assessments

This analysis will not happen in isolation. The new principal will work collaboratively with the Instructional Leadership Team, which meets monthly, to complete this work. The new principal and ILT will need to communicate this information to the stakeholders who are not members of the Instructional Leadership Team. Opportunities for this communication to occur could be: staff meetings, data dialogues which are scheduled four times a year, and monthly Parent Teacher Community Council meetings. This analysis of data will greatly impact the ability for this new principal to: identify and focus on early wins and big payoffs; break organizational norms; and act quickly in a fast cycle. Therefore, the new principal will be able to communicate and illustrate their abilities and experience in this area.

### Galvanize staff around big ideas

The Reform and Redesign Plan was developed under the leadership of the previous principal at Coit Creative Arts Academy. A new principal would need to familiarize themselves with this Plan to ensure they understand the Big Ideas, how they came about and the process that needs to be in place to ensure a successful implementation. All of the work completed during the Data Dialogue has been saved, and it would be in the best interest of the new principal to take the time to review those documents to get a glimpse at the big picture and the thinking that took place during that process. The new principal would need to work closely with various leaders who were part of the process of developing the plan: the Creative Arts Specialist who works at Coits Creative Arts Academy, the teacher who attended each work session where the Reform and Redesign Plan was developed, and the School Reform Facilitator from the district who facilitated the Data Dialogue and participated in the development of the R&R Plan. The new principal will need to communicate the Big Ideas of the R&R Plan to staff and parents and be able to formulate how it will be implemented and monitored. The new principal will be able to share a time when they had to implement something new and the process they followed to ensure success.

## 1B: BUILD LEADERSHIP CAPACITY

Since a new principal will be hired at Coit Creative Arts Academy, the District will ensure that he or she has the necessary support to successfully lead a Priority School building. The Executive Director of K5 Programs and the Elementary School Reform Facilitator will be working closely with the new principal and teaching staff to ensure the Reform and Redesign Plan is being implemented with fidelity and student achievement and building climate is improving. The Executive Director and School Reform Facilitator will attend the four Data Dialogues that have been scheduled for the 2014-2015 school year as well as participate on the four scheduled Learning Walks. The School Reform Facilitator will ensure that the Instructional Learning Cycle is followed and data is being discussed and collected around the Big Ideas (data collection to improve student achievement, multi-tiered differentiation, and the effects of the revised PBIS plan) identified in the Reform and Redesign Plan.

Bi-weekly, the Executive Director and/or the School Reform Facilitator will conduct building and classroom walkthroughs looking for evidence



of data being used to make instructional decisions as well as evidence of the implementation of a multi-tiered system of support. After each visit, Notes of Visit will be completed which will outline the focus and the observations made around that focus. Next steps will be outlined within that document and shared with the principal. If necessary, additional support, such as a curriculum specialist or other specialized individual, will be requested to work with the staff at Coit Creative Arts Academy.

Through community partnerships, the District is developing an intensive leadership program, "Leading the GRPS Way", which will provide professional learning on the core leadership competencies, communities of practice, follow-up instructional support, and how to create the district conditions for administrators to effectively lead their staff for higher levels of student achievement. This program will occur monthly throughout the 2014-2015 school year.

New building administrators in GRPS receive support from a leadership coach, who works closely with them to deepen their understanding and knowledge around specific GRPS processes and protocols. The frequency of support is dependent on the need of the individual.

**Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.**

**Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.**

**Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of leaders' evaluations must be based on student growth). Attach the teacher evaluation and administrator evaluation.**

**2A : EDUCATOR EVALUATION**

An Evaluation Committee comprised of District administrators, including Executive Directors of Schools, professional development, Human Resources, and Assessment and Evaluation met weekly to collaboratively develop the Educator Evaluation process, rubric and guidebook. The draft evaluation document was vetted by a team comprised of building principals and teachers whose feedback formed the basis of the final evaluation document in 2012-2013. The final rubrics are broken into three performance measures; Student Growth (School-wide NWEA Conditional Growth Index, Classroom NWEA Conditional Growth Index, ACT composite), Performance Practice (Danielson Classroom Observation Score, Tripod Composite Favorability Rating, Instructional Goals Rubric Rating), and Professional Practice (Professional Development Credits Earned, Danielson Professional Responsibilities Score). During the 2012-2013 school year, extensive District wide professional learning was provided to District and building based Administrators and Classroom Teachers by Cambridge Educational Consultants to develop uniform use of one of the four MDE approved models; Charlotte Danielson's Framework for Teaching rubric and will continue during the 2014-2015 school year. The Danielson Framework has been utilized collaboratively in the district for over 15 years. The 2007 Danielson Framework for Teaching rubric has been adopted for the 2014-2015 school year. For the 2014-2015 school year the student growth portion of the Educator Evaluation is comprised of 50% (refer to the attached Educator Evaluation Guidebook in the Priority School Assurances).

**2B: ADMINISTRATOR EVALUATION**

The District Evaluation Committee has chosen to implement the Michigan Association of School Administrator's School ADvance Administrator Evaluation Instrument. The Administrator evaluation will be a growth model which measures both Professional Practice (Supervisor Rating, Teacher Evaluations, Feedback to Teachers and parents and improvement and monitoring of building attendance) and Student Growth (NWEA Conditional Growth Index and ACT). For the 2014-2015 school year, student growth will comprise 50% of the Administrator Evaluation (refer to the attached Administrator Evaluation Guidebook in the Priority School Assurances).

During the 2013-2014 school year a group of principals worked on developing a Grand Rapids Leadership rubric. An outside agency, Basis

Policy Research, did a crosswalk of the GRPS Leadership Rubric and aligned it with the School ADvance rubric. The School ADvance rubric was vetted with principals at an Evaluation Team meeting, and they endorsed the use of the School ADvance rubric. The Evaluation Committee felt the School ADvance rubric best fit with the leadership characteristics and skills needed to be a successful Grand Rapids Public School administrator. During the 2013-2014 school year leadership development was designed around the components of the ADvance rubric. Each month during the 2014-2015 school year, building leaders will participate in leading the GRPS Way which will incorporate the components of the Advance rubric.

**Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.**

**Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).**

**Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.**

### 3A: REWARD PROCESS

Instructional and building staff and students who have successfully increased and accelerated achievement (beyond expected growth or 50th percentile Conditional Growth Indicators) on NWEA will receive building level recognition (verbal recognition/certificates/notes of appreciation) after the second and third NWEA Assessments. This recognition will occur at our regularly scheduled school level PBIS assemblies organized by building principals and supported/monitored by District Staff. Recognition will include educators, students and include student's families. Additionally, staff that has demonstrated success around accelerating student growth will be provided opportunities to participate on District level committees, such as The District Level Professional Development planning team. This team is responsible for suggesting, creating and administering professional learning for peers in line with the District's Academic plan.

Staff who are implementing the gold standard of strategy implementation as described in the implementation guides currently being developed will receive recognition through celebrations such as staff meeting recognition, office announcements, and other celebrations. At the end of the 2014-2015 school year, staff members across the District whose student growth data is highly effective on MAP and ACT will be publicly recognized and written acknowledgement of their achievement will be placed in their personnel file. Teachers who receive an Educator Evaluation rating of Highly Effective or Effective will receive a merit-based pay stipend.

### 3B: REMOVAL PROCESS

The District evaluation system identifies educators who are struggling to positively impact student achievement. The evaluation system uses multiple measures to determine the effectiveness of instructional practice. Student growth accounts for 40% of an educator's final evaluation rating in the 2014-15 school year. Student feedback surveys, progress towards goals, observation ratings, and earned professional development credits make up the remainder of the final evaluation rating. Each educator is observed, rated, and given feedback 2 to 4 times per year.

Educators who are identified as having ineffective or minimally effective practices are provided support through an Individual Development Plan (IDP). IDP goals are developed by the building administrator to address specific areas of practice that need to be improved. The Individual Plan includes specific and timely support such as professional development, coaching, mentoring, and/or instructional support by experts in the identified areas of need. Educators who have an IDP are observed, rated and given feedback 2 to 4 times during the year

allowing for multiple opportunities for demonstrating growth. One of these observations is conducted by a second observer. (See the Educator Evaluation Guidebook in the Priority School Assurances for additional details)

Probationary teachers who are rated ineffective by the District evaluation process will be removed by Grand Rapids Public Schools. Tenured Teachers who are rated ineffective will go through a review process and may not be retained after one year. Tenured teachers who are rated ineffective for two consecutive years will not be retained. The District will maintain an appeals process for teachers who are rated ineffective or minimally ineffective on the performance evaluation process.

**Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.**

**Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices.**

1. Use a data driven model where staff will reflect on daily teaching practices and student outcomes to guide instruction. This instructional learning cycle will be used with formative and summative assessments.

### High Quality:

Expectations for using PL in the classroom: All classroom teachers will be expected to use formative assessment on a daily basis. All staff will be responsible to review summative assessments to ensure classroom instruction and formative assessments align with the learner expectations. All staff will be responsible for maintaining a collection of formative assessments used in the classroom and information on how the data from those assessments was used to meet the individual needs of all students. All staff will participate in professional learning communities two times a month to review instructional practices and the impact it had on student achievement. During PLC's staff will analyze student work samples to support decision making around future instructional practices.

Individualized feedback: All staff will receive feedback on their formative assessment collection (provided by administration, peers and learning walk teams) to ensure quality assessments are being given and appropriate action based upon their data is being followed through. During PLC's the participants will provide individualized feedback on the actions teachers are taking based on their formative assessments and student work samples. Learning Walks will be conducted 4 times a year where the data driven model components will be looked for. The administrator will provide the entire staff with the data collected from the learning walk as well as next steps that will need to be followed to ensure implementation by all. Data Dialogues will be conducted 4 times a year following a specific district designed protocol. Feedback will be given to individual teachers and grade level teams by administration, district personnel, and Kent ISD School Improvement Facilitators. The administrator will use the developed monitoring tool as a means of providing specific feedback to individual teachers around the effectiveness of their implementation of the data driven model.

### Job Embedded

All teachers will be responsible for maintaining a collection of their formative assessments on a daily basis. These formative assessments will be used to monitor and analyze student's daily work and their progress towards meeting their learning targets. Teachers will be able to demonstrate how they have adjusted their instructional practices based on the analysis of their formative assessments and student work samples. The administrator will determine based on PLC's, Learning Walks, Monitoring Tool and the Formative Assessment Collection any additional Professional Learning that may be needed to support the growth of individual teachers.

**Monitoring Impact:** Monitoring comes in the form of Learning Walks, Data Dialogues, Teacher Observations, and the completion of a monitoring tool. Learning Walks and Data Dialogues will occur 4 times a year. Teacher observations and the use of the monitoring tool will take place 2 times a month. Based on the data collected and observations made during these monitoring opportunities will determine the course of action for professional learning either at a building level or by individual teacher needs. All the professional learning will be geared to ensure that teacher's instructional practices are being enhanced to improve student achievement.

**Supports the Instructional Program:**

- a. From the four data sets analyzed above it was clear that data was being used and analyzed inconsistently building wide. The use of data driven model will help to assess and plan for instruction in a systematic way. Daily formative assessments will help teachers reflect on current teaching practices and adjust lessons to meet the needs of all students. This process will be supported by bi-weekly meetings between the teachers and administration to review the impact on instructional practices to student achievement.
- b. Bi-weekly Grade level PLC's support the open dialogue around the impact of the instructional practices on student achievement and will provide teachers an opportunity to discuss the data that was used to inform instruction.
- c. Data Dialogues will occur four times a year to dialogue around student data and the teacher's response for meeting the needs of all students.
- d. Learning Walks will be conducted four times a year where data will be collected around the core instructional practices and how instruction is being scaffold to meet the needs of all students.

**2.PBIS-** Redesign our current application of our PBIS process to improve the overall climate of the building, ensuring that all stakeholders hold common expectations, to create an environment that is conducive to learning and academic success for all students.

**High Quality:**

**Expectations for using PL in the classroom:** All staff will be responsible for ensuring that all students clearly understand and follow the PBIS model for all areas of the building. All staff will be responsible to clearly communicate to all students the building wide expectations and consequences when these expectations are not followed. All staff will be responsible for posting the PBIS model expectations in their classroom and review them frequently. All staff will participate in the building wide expectation rotations a minimum of three times a year with their students. All staff will follow the communication plan established by the staff to ensure consistency across the building and to build a common two way communication process between school and family.

**Individualized feedback:**

Based on SWIS Data individual teachers may require additional support to ensure their classroom environment is conducive to learning and that procedures are clearly established to support this. The PBIS team will meet two times a month to review SWIS data. SWIS data will be shared with staff during a staff meeting one time a month. When needed, staff meeting time will be used to address data concerns from SWIS and action plans will be created to improve these areas.

**Job Embedded:** All teachers are responsible for ensuring that all students follow the PBIS model in all areas of the building each and every day. SWIS data will determine areas of the building that are a concern. Teachers and staff will use this data to make modifications to the model to ensure that the building is safe and conducive to learning for all.

**Monitoring Impact:** The PBIS team will be responsible for reviewing SWIS data two times a month to determine the effectiveness of this

model in all areas of the building. During classroom observations the building administrator will determine the level of fidelity that the PBIS model is being implemented. Implementing with fidelity should lead to an improvement in student achievement.

### Supports the Instructional Program

- a. Based on the analysis of our perception data we determined that PBIS needed to be redesigned to improve the overall climate of the building.
- b. By reducing the number of disciplinary referrals in the class, more time can be focused on instruction to improve student achievement.
- c. By reducing the number of disciplinary referrals on the playground and in the lunchroom, more students will be in the classroom instead of in the office which would positively impact overall achievement.
- d. SWIS Data will be reviewed by the PBIS team twice a month. This data will be analyzed and shared with staff once a month during a staff meeting. When needed adjustments will be made based upon the data.
- e. Tripod Surveys are given to students and staff twice a year. Parent Surveys are given after each parent Title-I event and at the end of the school year. These surveys will be analyzed by the instructional leadership team. When needed adjustments will be made based upon the data.

3.MTSS- Multi Tier System of Supports: Through the instructional learning cycle staff will identify student needs and the effectiveness of the core instruction or the instruction that all students receive every day. Tier I instruction will be the main focal point of this cycle ensuring that student needs are being met through high quality instructional delivery and a scaffolded lesson format.

### High Quality:

Expectations for using PL in the classroom: All classroom teachers will be expected to use formative assessment on a daily basis. All staff will be responsible to review summative assessments to ensure classroom instruction and formative assessments align with the learner expectations. All staff will be responsible for maintaining a collection of formative assessments used in the classroom and information on how the data from those assessments was used to meet the individual needs of all students and to show evidence of tiered instructional support. All staff will implement the gold standard strategies as described in the implementation guide that was created with the collaboration of all staff. All staff will reflect on their teaching practices using the implementation guide. All staff will participate in three peer observations during the school year following the designed protocol. During peer observations staff will pay close attention to the tiered instruction and the impact it is having on student achievement. All staff will participate in professional learning communities two times a month to review instructional practices, tiered instructional strategies, and the impact it had on student achievement. During PLC's staff will analyze student work samples to support decision making around future instructional practices. All staff will record their PLC minutes on the redesigned forms to indicate their discussions around the MTSS model implementation and the analysis of student work, and formative assessments to design their scaffold lessons and to support their efforts around tiered instruction,

Individualized feedback: All staff will receive feedback on their formative assessment collection (provided by administration, peers and learning walk teams) to ensure quality assessments are being given, tiered instructional strategies being delivered, and appropriate action based upon their data is being followed through. During PLC's the participants will provide individualized feedback on the actions teachers are taking based on their formative assessments and student work samples to support the tiered instructional strategies being used.

Learning Walks will be conducted 4 times a year where the MTSS model components will be looked for using the implementation guide. The administrator will provide the entire staff with the data collected from the learning walk as well as next steps that will need to be followed to ensure implementation by all. Data Dialogues will be conducted 4 times a year following a specific district designed protocol. Feedback will be given to individual teachers and grade level teams by administration, district personnel, and Kent ISD School Improvement Facilitators. The administrator will be providing specific feedback to individual teachers around the effectiveness of their implementation of the MTSS

model and the design of their scaffold lessons.

#### Job Embedded

All teachers will be responsible for maintaining a collection of their formative assessments on a daily basis. These formative assessments will be used to monitor and analyze student's daily work and their progress towards meeting their learning targets. Teachers will be able to demonstrate how they have adjusted their instructional practices and designed their tiered instruction based on the analysis of their formative assessments and student work samples. The administrator will determine based on PLC's, Learning Walks, scaffold lesson plans and the Formative Assessment Collection any additional Professional Learning that may be needed to support the growth of individual teachers.

**Monitoring Impact:** Monitoring comes in the form of Learning Walks, Data Dialogues, Teacher Observations, and the completion of scaffold lesson plans. Learning Walks and Data Dialogues will occur 4 times a year. Teacher observations and the review of scaffold lesson plans will take place 2 times a month. Based on the data collected and observations made during these monitoring opportunities will determine the course of action for professional learning either at a building level or by individual teacher needs. All the professional learning will be geared to ensure that teacher's instructional practices are being enhanced to improve student achievement.

#### Supports the Instructional Program:

- a. From the four data sets analyzed above it was clear that data was being used and analyzed inconsistently building wide. From the teacher survey results only 40% used data to effectively guide instruction. The use of a clearly defined data driven model will help to assess and plan for instructional routines such as establishing clearly defined daily student objectives in every classroom and lesson designs that include differentiation and arts integration strategies, applying the use of quality questioning within daily instruction. Daily formative assessments will help teachers reflect on current teaching practices and adjust lessons to meet the needs of all students. This process will be supported by bi-weekly meetings between the teachers and administration to review the impact on instructional practices to student achievement.
- b. Bi-weekly Grade level PLC's support the open dialogue around the impact of the instructional practices on student achievement and will provide teachers an opportunity to discuss the data that was used to inform instruction.
- c. Data Dialogues will occur four times a year to dialogue around student data and the teacher's response for meeting the needs of all students.
- d. Learning Walks will be conducted four times a year where data will be collected around the core instructional practices and how instruction is being scaffold to meet the needs of all students. Data will be collected with the amount of time spent with whole group, small group and independent practice.

**Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.**

**Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.**

**Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.**

#### 5A: RECRUITMENT AND ASSIGNMENT

The District recruits teachers through teacher fairs and the District website, and vacancies are posted with universities across the State. We also host many student teachers from universities within and outside of Michigan and recruit those deemed most effective in increasing student achievement in core subject areas by their supervising teacher and/or the building administrators.

Teachers currently at a Priority school who do not wish to work at that school are allowed to apply for positions at another building in the district. Staff members who choose to remain in place at the school will continue to be evaluated through the district's evaluation process. In order to join the staff of a Priority School, staff members will have to apply and interview with the building principal or leadership team for the desired position. Building principals will be able to select their new staff through the interview process, specifically considering the needs of their individual students as identified through the data dialogue process where demographic and student achievement data were thoroughly analyzed. Job descriptions will be developed based on the needs of students in Priority Schools based on this data analysis. The District will recruit candidates who possess the competencies addressed in the job description.

To support the instructional practices of teachers, the District has applied to the Michigan Teacher Corp Program which recruits and provides Professional Learning and support for teachers in priority schools. The District will confer with the teacher union on ways to increase professional learning for teachers in Priority Schools.

Through community partnerships, the District is developing an intensive leadership program, Leading the GRPS Way, which will provide professional learning on the core leadership competencies, communities of practice, follow-up instructional support, and create the district conditions for administrators to effectively lead their staff for higher levels of student achievement.

### 5B: RETENTION

There are two things that can affect teacher retention: the teacher evaluation process and teacher choice. Teachers who receive and overall rating of effective or highly effective on their evaluations are retained at those buildings unless the teacher wishes to choose a different placement through the District's application and interview process. Probationary teachers who are rated ineffective by the District evaluation process will be removed by Grand Rapids Public Schools. Tenured Teachers who are rated ineffective will go through a review process and may not be retained after one year. Tenured teachers who are rated ineffective for two consecutive years will not be retained. The District will maintain an appeals process for teachers who are rated ineffective or minimally ineffective on the performance evaluation process.

One way to retain staff is to recognize and commend them for their professional accomplishments. There are a variety of ways in which the District recognizes the accomplishments and dedication of staff members. At the end of the school year, staff members across the District whose student growth data is highly effective on MAP and ACT will be publicly recognized and written acknowledgement of their achievement will be placed in their personnel file.

The District is beginning a new program with teachers known as Career Lattice. GRPS is seeking to provide new challenges and additional opportunities for teacher leadership. This program presents an opportunity to provide selected staff at each school with training in how to be a teacher leader that will support the implementation of district professional development and key strategies that are research based in increasing student learning and closing the achievement gap. These teacher leaders will be chosen based on their evaluator effectiveness rating, specialized training that they have participated in, and significant and relevant contributions made to their school or profession. It is our belief that if we provide teachers with opportunities to grow, then we can retain and prepare them for future District leadership positions.

## PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

**Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.**

**Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.**

**Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program**

### 6A: PROCESS FOR SELECTING INSTRUCTIONAL PROGRAM

#### 6A.1 Priority School Designation

Coit's process for selecting our instructional program was based on the decrease in proficiency status over the past two years: Fall MEAP Testing 2012/13. In addition the top 30% and bottom 30% show a notable gap in proficiency status. Math, Writing and Reading were three key areas needing improvement based upon larger negative Z -Scores. Our science and social studies end group was too small to count towards our school status. Based upon the data below the overall school percentile rank on MDE's Top to Bottom List was 4% and moved us into Priority School designation.

Z-Scores based on MEAP for our lowest areas: Math, Writing and Reading

Math: Z-Score of -1.3197 with an achievement gap of -2.1412 and improvement of -0.5528 and achievement of -0.4596.

Writing: Negative Z-Score of -2.2932. The achievement gap was -3.2162 and improvement of -2.1408. Achievement of -0.1647.

Reading: Negative Z-score of -0.7238. This score is below the state average for Z -Scores and is a result of our achievement gap not closing.

Over the last two years Coit's achievement gap has continued to widen.

#### 6A.2 MULTIPLE DATA TYPES

##### STUDENT ACHIEVEMENT DATA

MEAP DATA Analysis - We saw a deficit in MEAP Math proficiency from 2011/2012 to 2013/2014. MEAP Data reflects there is a significant gap in Third Grade Math Achievement Data from 2011/2012 year to 2013/2014 the level of proficiency has decreased from 37% to 27%. In 4th Grade the proficiency level decreased from 46% to 29%. In 5th Grade the proficiency level decreased from 2011/2012 53% to 31% in 2013/2014. In 2011/12, Level 4 was 37% and in 2012/13 Level 4 was 54%, and in 2013/14 Level 4 was 61%. There is a downward trend of proficiency and an increase of the number of students entering Level 4 over the past three years.

MAP Data Analysis- We saw a deficit in MAP Math proficiency across all grades (K-5). However, there has been a consistent increase in MAP cohort scores from Kindergarten to 5th Grade from 2011/2012 and 2013/2014. The overall Math mean was above the national norm average for Kindergarten, First and Second Grades in 2013/2014. The overall math mean was below the national norm average in 3rd, 4th and 5th Grade.

Our data driven model and multi tiered systems of support were chosen to support our area of student achievement.



## DEMOGRAPHIC DATA

SWIS Data: The amount of minor referrals increased substantially from 16 in 2011/2012 to 43 2013/2014. The major referrals decreased substantially from 2011/2012 (59) to 2013/2014 (46). Also interesting to note was that Minor referrals in 2012/13 there were only 2, and 81 major referrals in 2012/2013 which leads to the need to clearly define what constitutes a major and a minor referral.

Attendance- 22% of non-IEP students are chronically absent. 6% increase in chronic absence rate for students with IEP's. 30% of students with IEP's were chronically absent. 26% of African American students were moderately to severe chronically absent.

This data supports our need to redesign our current PBIS process building wide.

## PERCEPTION DATA

Student Perception Data (Tripod Survey) - 65% K-2, and 56% 3-5 did not feel that there was adequate teacher control in the classroom.

Focus of Survey Questions for Control: "Our class is orderly, on task and respectful, with learning as our first priority."

Parent Perception Data- Out of the 123 parents that were surveyed 78% feel that the rules are enforced equally for all. 78% feel that the school responds to calls, messages, and emails in a timely manner. 76% feel that their students are provided a rigorous curriculum.

Staff Perception Data- From the 11 teachers that responded, 63% felt that their was quality in the PD that was provided but only 45% of the teachers surveyed felt that it helped them build effectiveness in their teaching practices. 40% said that they help another teacher improve his/her teaching. 40% use student data to make teaching decisions.

Based on our perception data our use of a data driven model, our redesign of a PBIS process and developing a multi tier systems of support will help to improve our overall perception data.

## PROCESS DATA

The report summary from our SPR 40 showed that we are exemplary or implemented in every category. This summary does not match with the current data and priority status. From this information, we concluded that we need to take a closer look at our current teaching and learning practices building wide.

This evaluation of our current process data lead us to the big ideas of using a data driven model and the MTSS model.

### 6A.3 DESEGREGATED DATA, BIG IDEAS AND INSTRUCTIONAL PROGRAM

2. Use a data driven model where staff will reflect on daily teaching practices and student outcomes to guide instruction. This instructional learning cycle will be used with formative and summative assessments.

a. From the four data sets analyzed above it was clear that data was being used and analyzed inconsistently building wide. The use of data driven model will help to assess and plan for instruction in a systematic way. Daily formative assessments will help teachers reflect on current teaching practices and adjust lessons to meet the needs of all students. This process will be supported by bi-weekly meetings between the teachers and administration to review the impact on instructional practices to student achievement.

b. Bi-weekly Grade level PLC's support the open dialogue around the impact of the instructional practices on student achievement and will provide teachers an opportunity to discuss the data that was used to inform instruction.

c. Data Dialogues will occur four times a year to dialogue around student data and the teacher's response for meeting the needs of all students.

d. Learning Walks will be conducted four times a year where data will be collected around the core instructional practices and how instruction is being scaffold to meet the needs of all students.

3. PBIS- Redesign our current application of our PBIS process to improve the overall climate of the building, ensuring that all stakeholders hold common expectations, to create an environment that is conducive to learning and academic success for all students.

a. Based on the analysis of our perception data we determined that PBIS needed to be redesigned to improve the overall climate of the building.

b. By reducing the number of disciplinary referrals in the class, more time can be focused on instruction to improve student achievement.

c. By reducing the number of disciplinary referrals on the playground and in the lunchroom, more students will be in the classroom instead of in the office which would positively impact overall achievement.

d. SWIS Data will be reviewed by the PBIS team twice a month. This data will be analyzed and shared with staff once a month during a staff

meeting. When needed adjustments will be made based upon the data.

e. Tripod Surveys are given to students and staff twice a year. Parent Surveys are given after each parent Title-I event and at the end of the school year. These surveys will be analyzed by the instructional leadership team. When needed adjustments will be made based upon the data.

4. MTSS- Multi Tier System of Supports: Through the instructional learning cycle staff will identify student needs and the effectiveness of the core instruction or the instruction that all students receive every day. Tier I instruction will be the main focal point of this cycle ensuring that student needs are being met through high quality instructional delivery and a scaffolded lesson format.

a. From the four data sets analyzed above it was clear that data was being used and analyzed inconsistently building wide. From the teacher survey results only 40% used data to effectively guide instruction. The use of a clearly defined data driven model will help to assess and plan for instructional routines such as establishing clearly defined daily student objectives in every classroom and lesson designs that include differentiation and arts integration strategies, applying the use of quality questioning within daily instruction. Daily formative assessments will help teachers reflect on current teaching practices and adjust lessons to meet the needs of all students. This process will be supported by bi-weekly meetings between the teachers and administration to review the impact on instructional practices to student achievement.

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d. Learning Walks will be conducted four times a year where data will be collected around the core instructional practices and how instruction is being scaffold to meet the needs of all students. Data will be collected with the amount of time spent with whole group, small group and independent practice.

#### 6A.4 CAUSES OF LOW STUDENT PERFORMANCE

From our data analysis we concluded the following reasons for low student performance:

1. Teachers are not familiar with the current district curriculum which was revised and redesigned for the 2013/2014 School Year.
2. Not all teachers are planning for critical thinking questions in their lessons in all content areas.
3. No current process established to monitor teacher use of critical thinking questioning in the classroom and their impact on student learning.
4. No clearly defined parameters for Major and Minor referrals in the building.
5. A lack of time allotted to staff for reflection and quality professional development to help improve effective teaching practices.
6. A lack of use of planned formative assessment in using the data to address student needs and teaching practices.
7. Insufficient amount of time spent teaching routines and processes to students in all areas of the building.
8. A lack of backward planning to ensure that both formative and summative assessments align to daily instruction.

#### 6A.5 ALL CONTENT AREAS

Coit's process for selecting our instructional program was based on the decrease in proficiency status over the past two years: Fall MEAP Testing 2012/13. In addition the top 30% and bottom 30% show a notable gap in proficiency status. Math, Writing and Reading were three key areas needing improvement based upon larger negative Z -Scores. Our science and social studies end group was too small to count towards our school status. Based upon the data below the overall school percentile rank on MDE's Top to Bottom List was 4% and moved us into Priority School designation.

Z-Scores based on MEAP for our lowest areas: Math, Writing and Reading

Math: Z-Score of -1.3197 with an achievement gap of -2.1412 and improvement of -0.5528 and achievement of -0.4596.

Writing: Negative Z-Score of -2.2932. The achievement gap was -3.2162 and improvement of -2.1408. Achievement of -0.1647.

Reading: Negative Z-score of -0.7238. This score is below the state average for Z -Scores and is a result of our achievement gap not closing.

Over the last two years Coit's achievement gap has continued to widen.

Based on the above data Coit will focus on implementing the big ideas in Math first, but will add Reading and Writing during years three and four of implementation.

### 6B QUALITIES OF INSTRUCTIONAL PROGRAM

#### 6B.1 Big Ideas

1. Use a data driven model where staff will reflect on daily teaching practices and student outcomes to guide instruction. This instructional learning cycle will be used with formative and summative assessments.

2. PBIS- Redesign our current application of our PBIS process to improve the overall climate of the building, ensuring that all stakeholders hold common expectations, to create an environment that is conducive to learning and academic success for all students.

3. MTSS- Multi Tier System of Supports: Through the instructional learning cycle staff will identify student needs and the effectiveness of the core instruction or the instruction that all students receive every day. Tier I instruction will be the main focal point of this cycle ensuring that student needs are being met through high quality instructional delivery and a scaffolded lesson format.

Each of the big ideas were chosen with the instructional program in mind. By enhancing our data analysis across the building we will deepen our instructional practices, improve our overall climate, which will improve student achievement in all content areas.

#### 6B.2 Implemented School Wide

All staff in our building will play an important role in implementing our three big ideas. By establishing and following through on specific processes we will ensure fidelity with the implementation.

1. Use a data driven model where staff will reflect on daily teaching practices and student outcomes to guide instruction. This instructional learning cycle will be used with formative and summative assessments.

a. From the four data sets analyzed above it was clear that data was being used and analyzed inconsistently building wide. The use of data driven model will help to assess and plan for instruction in a systematic way. Daily formative assessments will help teachers reflect on current teaching practices and adjust lessons to meet the needs of all students. This process will be supported by bi-weekly meetings between the teachers and administration to review the impact on instructional practices to student achievement.

b. Bi-weekly Grade level PLC's support the open dialogue around the impact of the instructional practices on student achievement and will provide teachers an opportunity to discuss the data that was used to inform instruction.

c. Data Dialogues will occur four times a year to dialogue around student data and the teacher's response for meeting the needs of all students.

d. Learning Walks will be conducted four times a year where data will be collected around the core instructional practices and how instruction is being scaffold to meet the needs of all students.

2. PBIS- Redesign our current application of our PBIS process to improve the overall climate of the building, ensuring that all stakeholders hold common expectations, to create an environment that is conducive to learning and academic success for all students.

a. Based on the analysis of our perception data we determined that PBIS needed to be redesigned to improve the overall climate of the building.

- b. By reducing the number of disciplinary referrals in the class, more time can be focused on instruction to improve student achievement.
- c. By reducing the number of disciplinary referrals on the playground and in the lunchroom, more students will be in the classroom instead of in the office which would positively impact overall achievement.
- d. SWIS Data will be reviewed by the PBIS team twice a month. This data will be analyzed and shared with staff once a month during a staff meeting. When needed adjustments will be made based upon the data.
- e. Tripod Surveys are given to students and staff twice a year. Parent Surveys are given after each parent Title-I event and at the end of the school year. These surveys will be analyzed by the instructional leadership team. When needed adjustments will be made based upon the data.

3. MTSS- Multi Tier System of Supports: Through the instructional learning cycle staff will identify student needs and the effectiveness of the core instruction or the instruction that all students receive every day. Tier I instruction will be the main focal point of this cycle ensuring that student needs are being met through high quality instructional delivery and a scaffolded lesson format.

- a. From the four data sets analyzed above it was clear that data was being used and analyzed inconsistently building wide. From the teacher survey results only 40% used data to effectively guide instruction. The use of a clearly defined data driven model will help to assess and plan for instructional routines such as establishing clearly defined daily student objectives in every classroom and lesson designs that include differentiation and arts integration strategies, applying the use of quality questioning within daily instruction. Daily formative assessments will help teachers reflect on current teaching practices and adjust lessons to meet the needs of all students. This process will be supported by bi-weekly meetings between the teachers and administration to review the impact on instructional practices to student achievement.
- b. Bi-weekly Grade level PLC's support the open dialogue around the impact of the instructional practices on student achievement and will provide teachers an opportunity to discuss the data that was used to inform instruction.
- c. Data Dialogues will occur four times a year to dialogue around student data and the teacher's response for meeting the needs of all students.
- d. Learning Walks will be conducted four times a year where data will be collected around the core instructional practices and how instruction is being scaffold to meet the needs of all students. Data will be collected with the amount of time spent with whole group, small group and independent practice.

### 6B.3 ALIGNMENT WITH CAREER AND COLLEGE READINESS STANDARDS

Our year one and year two focus will be around mathematics. Years three and four will be on Reading and Writing. Each classroom teacher is responsible to follow the district's curriculum and pacing documents which align to the Common Core State Standards (CCSS). Student learning objectives will be closely aligned to the CCSS and will be evidenced in lesson plans and posted in the classroom. Student report cards will reflect their learning around CCSS. Our data driven model and MTSS model will support the teaching and learning efforts around CCSS.

### 6B.4 RESEARCH BASED AND/OR RELEVANT DATA

Use a data driven model where staff will reflect on daily teaching practices and student outcomes to guide instruction. This instructional learning cycle will be used with formative and summative assessments.

Research: National Association of Elementary School Principals (NAESP). (2011). Using Student Achievement Data to Support Instructional Decision Making.

"To help all students achieve, teachers need to systematically and routinely use data to guide instructional decisions and meet students' learning needs. Data use is an ongoing cycle of collecting multiple data sources, interpreting data to formulate hypotheses about strategies to raise student achievement and implementing instructional changes to test hypotheses. Collaboration among teachers in each step of the

data-based inquiry process can maximize the benefits of data use by helping teachers share effective practices, adopt collective expectations for students' performance, gain a deeper understanding of students' needs, and develop effective strategies to better serve students."

PBIS- Redesign our current application of our PBIS process to improve the overall climate of the building, ensuring that all stakeholders hold common expectations, to create an environment that is conducive to learning and academic success for all students.

Research: Dunlap, Kelly; Goodman, Steve, Ph.D.; McEvoy, Chris; and Paris, Frances, Ph.D. (2010). School-wide Positive Behavioral Interventions & Supports. Implementation Guide 2010. Michigan Department of Education.

"Positive Behavioral Interventions & Supports has developed into a framework that can be used by any school to help improve the social and learning behaviors of students and decrease disruptions that interfere with instruction. School-wide Positive Behavioral Interventions & Supports (PBIS) is a prevention model. It is based on the premise that all students can benefit from well implemented, evidence-based practices for improving student behavior. It provides informed decision-making, based upon data analysis that guides the process of assessing student needs and providing additional levels of behavioral support to students in need."

MTSS- Multi Tier System of Supports: Through the instructional learning cycle staff will identify student needs and the effectiveness of the core instruction or the instruction that all students receive every day. Tier I instruction will be the main focal point of this cycle ensuring that student needs are being met through high quality instructional delivery and a scaffolded lesson format.

RESEARCH: Orla Higgins Averill and Claudia Rinaldi, Urban Special Education Leadership Collaborative. Multi-Tier System of Supports: A Comprehensive Framework

"As discussed, the RTI and PBIS approaches each involve targeting specific areas in which students are struggling and applying increasingly intensive research-based interventions until the barriers to learning area addressed (Bender, 2009)."

## 6B.5 OVERVIEW OF IMPLEMENTING THE INSTRUCTIONAL PROGRAM

### YEAR 1 (Content Focus Mathematics)

Data Driven Model: Conduct professional learning around formative and summative assessments. Conduct professional learning on data analysis for both formative and summative assessments in the classroom. Hold data dialogues four times a year and learning walks four times a year to monitor usage of a data driven model for each teacher. Establish expectations and norms for data analysis in the building. Define how often the data analysis will occur and continue professional learning communities and data dialogues to further enhance the data driven model. Professional learning on how to effectively analyze student work and how to analyze the data from their work. Develop a monitoring tool and process to effectively gauge the teacher use of a data driven model in their teaching practices.

Resources: KISD Staff, Instructional Leadership Team and OIS (Office of Information Services).

Responsible Staff: All teaching staff and administration are responsible to participate in all professional learning and implement the data driven model following the processes and tools designed by the staff.

PBIS: Conduct professional learning on establishing clear definitions for what constitutes a major and a minor disciplinary incident in and out of the classroom. Modify and align the current office referral documents to the new understanding. As a building we will develop a standardized expectation for every location in the building. Hold PBIS meetings twice a month to review SWIS (School Wide Information System) data. PBIS team will share out SWIS data with the entire staff and will modify procedures and the PBIS model when necessary. PBIS team will develop a clear communication plan for any changes to the PBIS model building wide to all stakeholders. PBIS team will develop a clear communication and support plan for individual students who receive high office referrals.

Resources: PBIS Team, Perception Data, SWIS Data

Responsible Staff: All staff and volunteers assigned to the building.

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MTSS: Conduct a professional learning around formative and summative assessments. Conduct professional learning on data analysis for both formative and summative assessments in the classroom. Design an Implementation Guide to define the gold standard for how MTSS will look in the classroom. Develop a process and protocols that allow for peer observation specific to the implementation of MTSS.

Redesign the current PLC protocol and documentation requirements to reflect and support collaboration around MTSS efforts in the classroom. Participate in professional learning around lesson design specifically on scaffold strategies to meet the needs of all students. As a staff we will determine the best way to organize this information.

Resources: KISD Staff, Instructional Leadership Team and OIS (Office of Information Services).

Responsible Staff: All teaching staff and administration are responsible to participate in all professional learning and implement the data driven model following the processes and tools designed by the staff.

### YEAR 2 (Content Focus Mathematics)

Data Driven Model: Review the work from Year 1 and make modifications if necessary. Continued Professional Learning around formative/summative assessments and data analysis for instructional decisions. Use formative assessment collection process in classrooms and show evidence of differentiation based on that data. Conduct Professional Learning Communities every 2 weeks to review how data is being used to support students academic needs. Review student work to determine the effectiveness of instructional practices on student achievement. Learning walks and data dialogues four times a year to support and observe data use and impact on student achievement. Determine additional support needed based on these observations. Administration will use the monitoring tool developed in Year 1 to support teacher growth in a data driven model.

Resources: KISD Staff, Instructional Leadership Team and OIS (Office of Information Services).

Responsible Staff: All teaching staff and administration are responsible to participate in all professional learning and implement the data driven model following the processes and tools designed by the staff.

PBIS: Review the work from Year 1 and make modifications if necessary. PBIS team meets two times a month. PBIS team shares SWIS data with whole staff 1 time a month. Modifications to the PBIS model as necessary. Follow the communication plan for building wide and individual students to ensure that common posters are visible around the building which will help to establish the expectations of behavior for the building.

Resources: PBIS Team, Perception Data, SWIS Data

Responsible Staff: All staff and volunteers assigned to the building.

MTSS: Review the work from Year 1 and make modifications if necessary. Conduct a professional learning around formative and summative assessments. Conduct professional learning on data analysis for both formative and summative assessments in the classroom. Implement and monitor MTSS using the implementation guide created by staff during Year 1. All staff will participate in three peer observations during the school year following the agreed upon protocol. Professional Learning Communities will occur two times a month. Staff will record their PLC minutes on their redesigned forms showing evidence of discussion around the MTSS model implementation and the use of student work and data to determine how they are meeting students needs. All staff will design scaffold lessons that demonstrates the strategies used to meet student needs.

Resources: KISD Staff, Instructional Leadership Team and OIS (Office of Information Services).

Responsible Staff: All teaching staff and administration are responsible to participate in all professional learning and implement the data driven model following the processes and tools designed by the staff.

### YEAR 3 and 4 (Content Focus Reading and Writing)

Data Driven Model: Review the works from the previous years and make modifications if necessary. Continued Professional Learning around formative/ summative assessments and data analysis for instructional decisions. Use formative assessment collection process in classrooms and show evidence of differentiation based on that data. Conduct Professional Learning Communities every 2 weeks to review how data is being used to support student's academic needs. Review student work to determine the effectiveness of instructional practices on student achievement. Learning walks and data dialogues four times a year to support and observe data use and impact on student achievement. Determine additional support needed based on these observations. Administration will use the monitoring tool to support teacher growth in a data driven model.

Resources: KISD Staff, Instructional Leadership Team and OIS (Office of Information Services).

Responsible Staff: All teaching staff and administration are responsible to participate in all professional learning and implement the data driven model following the processes and tools designed by the staff.

PBIS: Review the work from the previous years and make modifications if necessary. PBIS team meets two times a month. PBIS team shares SWIS data with whole staff 1 time a month. Modifications to the PBIS model as necessary. Follow the communication plan for building wide and individual students to ensure that common posters are visible around the building which will help to establish the expectations of behavior for the building.

Resources: PBIS Team, Perception Data, SWIS Data

Responsible Staff: All staff and volunteers assigned to the building.

MTSS: Review the work from the previous years and make modifications if necessary. Conduct a professional learning around formative and summative assessments. Conduct professional learning on data analysis for both formative and summative assessments in the classroom. Implement and monitor MTSS using the implementation guide. All staff will participate in three peer observations during the school year following the agreed upon protocol. Professional Learning Communities will occur two times a month. Staff will record their PLC minutes on their redesigned forms showing evidence of discussion around the MTSS model implementation and the use of student work and data to determine how they are meeting student's needs. All staff will design scaffold lessons that demonstrates the strategies used to meet student needs.

Resources: KISD Staff, Instructional Leadership Team and OIS (Office of Information Services).

Responsible Staff: All teaching staff and administration are responsible to participate in all professional learning and implement the data driven model following the processes and tools designed by the staff.

#### 6B.6 INAPPROPRIATE FOR SCHOOLWIDE IMPLEMENTATION

Approximately 17% of our students are cognitively impaired. These students will still be expected to participate in this implementation of the big ideas, but will do so with modifications based on their IEP's. A separate implementation guide for MTSS will be developed by the MOCI teachers based on the UNIQUE curriculum used in the classrooms.

#### 6B.7 ADULT IMPLEMENTATION

Data Driven Model: PLC's (2x/month), Data Dialogues (4x/Year), Learning Walks (4x/Year), One on One's with administration (Every other week with the exception of MEAP and MAP testing cycles), Classroom Observations (Every other week with the exception of MEAP and MAP testing cycles), review of monitoring forms (during instructional leadership team meetings- 1x/ month), teacher evaluations (2-4x/Year based on tenure status), lesson plan review (Every other week).

PBIS: PBIS Team Agenda/Minutes (2x/Month), Staff Meeting Agendas(1x/month), SWIS Data (2x/month), Building Wide Rotations (First week of school year, after winter break and after spring break), Review of Communication Logs (2x/month)

MTSS: PLC's (2x/month), Data Dialogues (4x/year), Learning Walks (4x/Year), One on One's with administration(Every other week with the exception of MEAP and MAP testing cycles), Classroom Observations (Every other week with the exception of MEAP and MAP testing cycles), review of monitoring forms (during instructional leadership team meetings- 1x/month), teacher evaluations (2-4x/Year based on tenure status), lesson plan review (Every other week), lesson plan review for scaffold lessons (Every other week), Peer Observation documentation (3x/Year).

**Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.**

**Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, and (c)**

**identifies instructional program outcomes and a plan to assess for impact**

**7A USE OF DATA:**

Coit Creative Arts Academy will promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students. The instructional learning cycle will be followed. Using pre-assessment data we will identify areas of focus and align our instruction and assessments accordingly. We will administer and analyze assessment results to create an instructional plan that will meet the needs of all students. While implementing the instructional plan, staff will continually monitor the effects of student achievement using formative assessments. Summative assessments will be analyzed to determine the effectiveness of the instructional plan and to determine the next course of action for this cycle. Formative assessments will be used daily while the instructional learning cycle could last from 4-6 weeks.

Staff will be required to use formative assessments in their classroom daily to monitor the impact that teaching practices had on student achievement. Formative assessments will be closely aligned to summative assessments to ensure that students are on track to grade level expectations. All teachers will be responsible to maintain a collection of their formative assessments along with their plan of action using the results of that data. Formative assessments will be looked at by teachers on a daily basis, during PLC's twice a month, and with the administrator at a minimum of twice a month, all data that is being collected is being used to make decisions about best instructional practices. This aligns with our big ideas of being data driven and using an MTSS model. Teachers will be able to effectively communicate how this data allowed them to differentiate their instruction to meet the individual needs of all students.

Formative assessments will happen each day and will be reviewed each day by the classroom teacher. Data dialogues will occur 4 times a year as a means to evaluate the effectiveness of our big ideas on student achievement. PLC's will occur twice a month which will provide staff an opportunity to review student data and to discuss the impact their instruction has made on student achievement.

Our data driven model in MTSS are focusing on improving our Tier I core instruction. If the efforts around Tier I do not meet the needs of our students then we would provide Tier II or Tier III instructional support. Students will be placed in Tier II after Tier I does not make an impact on their improvement. Students would go into Tier III instruction after meeting with the student success team to review the current work done in Tier I and Tier II. The student success team would determine based on the evidence provided what supports for Tier III would look like for any child needing to move to this level of support. These Tiers remain fluid. Students may only need to be placed in a different Tier for specific content or skill support. Once the student has shown mastery they will move back to Tier I. Tier II and Tier III will consist of a very small group of students working with a high quality instructional staff member.

The effectiveness of instructional practices will be monitored in the following ways:

1. Use a data driven model where staff will reflect on daily teaching practices and student outcomes to guide instruction. This instructional learning cycle will be used with formative and summative assessments.

**High Quality:**

Expectations for using PL in the classroom: All classroom teachers will be expected to use formative assessment on a daily basis. All staff will be responsible to review summative assessments to ensure classroom instruction and formative assessments align with the learner expectations. All staff will be responsible for maintaining a collection of formative assessments used in the classroom and information on how the data from those assessments was used to meet the individual needs of all students. All staff will participate in professional learning communities two times a month to review instructional practices and the impact it had on student achievement. During PLC's staff will analyze student work samples to support decision making around future instructional practices.

Individualized feedback: All staff will receive feedback on their formative assessment collection (provided by administration, peers and learning walk teams) to ensure quality assessments are being given and appropriate action based upon their data is being followed through.



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During PLC's the participants will provide individualized feedback on the actions teachers are taking based on their formative assessments and student work samples. Learning Walks will be conducted 4 times a year where the data driven model components will be looked for. The administrator will provide the entire staff with the data collected from the learning walk as well as next steps that will need to be followed to ensure implementation by all. Data Dialogues will be conducted 4 times a year following a specific district designed protocol. Feedback will be given to individual teachers and grade level teams by administration, district personnel, and Kent ISD School Improvement Facilitators. The administrator will use the developed monitoring tool as a means of providing specific feedback to individual teachers around the effectiveness of their implementation of the data driven model.

### Job Embedded

All teachers will be responsible for maintaining a collection of their formative assessments on a daily basis. These formative assessments will be used to monitor and analyze student's daily work and their progress towards meeting their learning targets. Teachers will be able to demonstrate how they have adjusted their instructional practices based on the analysis of their formative assessments and student work samples. The administrator will determine based on PLC's, Learning Walks, Monitoring Tool and the Formative Assessment Collection any additional Professional Learning that may be needed to support the growth of individual teachers.

**Monitoring Impact:** Monitoring comes in the form of Learning Walks, Data Dialogues, Teacher Observations, and the completion of a monitoring tool. Learning Walks and Data Dialogues will occur 4 times a year. Teacher observations and the use of the monitoring tool will take place 2 times a month. Based on the data collected and observations made during these monitoring opportunities will determine the course of action for professional learning either at a building level or by individual teacher needs. All the professional learning will be geared to ensure that teacher's instructional practices are being enhanced to improve student achievement.

### Supports the Instructional Program:

- e. From the four data sets analyzed above it was clear that data was being used and analyzed inconsistently building wide. The use of data driven model will help to assess and plan for instruction in a systematic way. Daily formative assessments will help teachers reflect on current teaching practices and adjust lessons to meet the needs of all students. This process will be supported by bi-weekly meetings between the teachers and administration to review the impact on instructional practices to student achievement.
- f. Bi-weekly Grade level PLC's support the open dialogue around the impact of the instructional practices on student achievement and will provide teachers an opportunity to discuss the data that was used to inform instruction.
- g. Data Dialogues will occur four times a year to dialogue around student data and the teacher's response for meeting the needs of all students.
- h. Learning Walks will be conducted four times a year where data will be collected around the core instructional practices and how instruction is being scaffold to meet the needs of all students.

2.PBIS- Redesign our current application of our PBIS process to improve the overall climate of the building, ensuring that all stakeholders hold common expectations, to create an environment that is conducive to learning and academic success for all students.

### High Quality:

**Expectations for using PL in the classroom:** All staff will be responsible for ensuring that all students clearly understand and follow the PBIS model for all areas of the building. All staff will be responsible to clearly communicate to all students the building wide expectations and consequences when these expectations are not followed. All staff will be responsible for posting the PBIS model expectations in their classroom and review them frequently. All staff will participate in the building wide expectation rotations a minimum of three times a year with their students. All staff will follow the communication plan established by the staff to ensure consistency across the building and to build a

common two way communication process between school and family.

Individualized feedback:

Based on SWIS Data individual teachers may require additional support to ensure their classroom environment is conducive to learning and that procedures are clearly established to support this. The PBIS team will meet two times a month to review SWIS data. SWIS data will be shared with staff during a staff meeting one time a month. When needed, staff meeting time will be used to address data concerns from SWIS and action plans will be created to improve these areas.

Job Embedded: All teachers are responsible for ensuring that all students follow the PBIS model in all areas of the building each and every day. SWIS data will determine areas of the building that are a concern. Teachers and staff will use this data to make modifications to the model to ensure that the building is safe and conducive to learning for all.

Monitoring Impact: The PBIS team will be responsible for reviewing SWIS data two times a month to determine the effectiveness of this model in all areas of the building. During classroom observations the building administrator will determine the level of fidelity that the PBIS model is being implemented. Implementing with fidelity should lead to an improvement in student achievement.

Supports the Instructional Program

- f. Based on the analysis of our perception data we determined that PBIS needed to be redesigned to improve the overall climate of the building.
- g. By reducing the number of disciplinary referrals in the class, more time can be focused on instruction to improve student achievement.
- h. By reducing the number of disciplinary referrals on the playground and in the lunchroom, more students will be in the classroom instead of in the office which would positively impact overall achievement.
- i. SWIS Data will be reviewed by the PBIS team twice a month. This data will be analyzed and shared with staff once a month during a staff meeting. When needed adjustments will be made based upon the data.
- j. Tripod Surveys are given to students and staff twice a year. Parent Surveys are given after each parent Title-I event and at the end of the school year. These surveys will be analyzed by the instructional leadership team. When needed adjustments will be made based upon the data.

3.MTSS- Multi Tier System of Supports: Through the instructional learning cycle staff will identify student needs and the effectiveness of the core instruction or the instruction that all students receive every day. Tier I instruction will be the main focal point of this cycle ensuring that student needs are being met through high quality instructional delivery and a scaffolded lesson format.

High Quality:

Expectations for using PL in the classroom: All classroom teachers will be expected to use formative assessment on a daily basis. All staff will be responsible to review summative assessments to ensure classroom instruction and formative assessments align with the learner expectations. All staff will be responsible for maintaining a collection of formative assessments used in the classroom and information on how the data from those assessments was used to meet the individual needs of all students and to show evidence of tiered instructional support. All staff will implement the gold standard strategies as described in the implementation guide that was created with the collaboration of all staff. All staff will reflect on their teaching practices using the implementation guide. All staff will participate in three peer observations during the school year following the designed protocol. During peer observations staff will pay close attention to the tiered instruction and the impact it is having on student achievement. All staff will participate in professional learning communities two times a month to review

instructional practices, tiered instructional strategies, and the impact it had on student achievement. During PLC's staff will analyze student work samples to support decision making around future instructional practices. All staff will record their PLC minutes on the redesigned forms to indicate their discussions around the MTSS model implementation and the analysis of student work, and formative assessments to design their scaffold lessons and to support their efforts around tiered instruction,

**Individualized feedback:** All staff will receive feedback on their formative assessment collection (provided by administration, peers and learning walk teams) to ensure quality assessments are being given, tiered instructional strategies being delivered, and appropriate action based upon their data is being followed through. During PLC's the participants will provide individualized feedback on the actions teachers are taking based on their formative assessments and student work samples to support the tiered instructional strategies being used.

**Learning Walks** will be conducted 4 times a year where the MTSS model components will be looked for using the implementation guide. The administrator will provide the entire staff with the data collected from the learning walk as well as next steps that will need to be followed to ensure implementation by all. **Data Dialogues** will be conducted 4 times a year following a specific district designed protocol. Feedback will be given to individual teachers and grade level teams by administration, district personnel, and Kent ISD School Improvement Facilitators. The administrator will be providing specific feedback to individual teachers around the effectiveness of their implementation of the MTSS model and the design of their scaffold lessons.

### Job Embedded

All teachers will be responsible for maintaining a collection of their formative assessments on a daily basis. These formative assessments will be used to monitor and analyze student's daily work and their progress towards meeting their learning targets. Teachers will be able to demonstrate how they have adjusted their instructional practices and designed their tiered instruction based on the analysis of their formative assessments and student work samples. The administrator will determine based on PLC's, Learning Walks, scaffold lesson plans and the Formative Assessment Collection any additional Professional Learning that may be needed to support the growth of individual teachers.

**Monitoring Impact:** Monitoring comes in the form of Learning Walks, Data Dialogues, Teacher Observations, and the completion of scaffold lesson plans. Learning Walks and Data Dialogues will occur 4 times a year. Teacher observations and the review of scaffold lesson plans will take place 2 times a month. Based on the data collected and observations made during these monitoring opportunities will determine the course of action for professional learning either at a building level or by individual teacher needs. All the professional learning will be geared to ensure that teacher's instructional practices are being enhanced to improve student achievement.

### Supports the Instructional Program:

e. From the four data sets analyzed above it was clear that data was being used and analyzed inconsistently building wide. From the teacher survey results only 40% used data to effectively guide instruction. The use of a clearly defined data driven model will help to assess and plan for instructional routines such as establishing clearly defined daily student objectives in every classroom and lesson designs that include differentiation and arts integration strategies, applying the use of quality questioning within daily instruction. Daily formative assessments will help teachers reflect on current teaching practices and adjust lessons to meet the needs of all students. This process will be supported by bi-weekly meetings between the teachers and administration to review the impact on instructional practices to student achievement.

f. Bi-weekly Grade level PLC's support the open dialogue around the impact of the instructional practices on student achievement and will provide teachers an opportunity to discuss the data that was used to inform instruction.

g. Data Dialogues will occur four times a year to dialogue around student data and the teacher's response for meeting the needs of all students.

h. Learning Walks will be conducted four times a year where data will be collected around the core instructional practices and how instruction is being scaffold to meet the needs of all students. Data will be collected with the amount of time spent with whole group, small group and independent practice.

The big ideas will be assessed by:

Data Driven Model and MTSS Model: These two models will be assessed based upon improvement in a variety of assessments: We should see an increase of students earning a 1 or 2 in the state assessment, we should see more students at the 50th percentile or higher on the MAP assessment, and an increase of students earning 80% or higher on the district common assessments in ALL content areas.

PBIS - Staff will use Tripod Student Survey Data and SWIS Behavioral Data to determine progress on this big idea. The data will be presented and analyzed at PBIS Team and Staff meetings. Behavior Plans and Classroom Management will be monitored based upon changes in the data. Teachers will engage in professional learning communities to dialogue around behavioral modifications.

## PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

**Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.**

**Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

**Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

**Indicator 8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

### 8A: TIME FOR CORE SUBJECTS

Increasing time on task is a well-researched strategy for increasing student achievement. The district has focused on two strategies district-wide: increasing learning time in the core subjects and improving attendance.

### INCREASING LEARNING TIME

The District's plan for increasing time for core academic subjects in our K-5 and K-8 buildings was to redesign the current use of the existing daily schedule. This redesign allows more time for foundational skill development in the lower grades, and an increased amount of time for content integration in the upper grades. This new schedule was introduced during the 2013-2014 school year.

#### Kindergarten-2nd Grade

145 minutes ELA (30 minutes is intended for student interventions)

90 minutes Math (30 minutes is intended for student interventions)

30-40 minutes of Science/Social Studies (4 times a weekly)

#### 3rd-8th Grade

120 minutes ELA (30 minutes is intended for student interventions)

90 minutes Math (30 minutes is intended for student interventions)

50-60 minutes Science/Social Studies (4 times a week)

The rationale for this increase in instructional time in Math and ELA is to secure a set amount of time for core instruction in addition to allowing a portion of the day spent working with interventions which will meet the needs of individual students. This increase learning time supports our big ideas in two ways: First, our teachers can use the data driven model to identify each student's specific area of need and secondly, this information will allow our teachers to use the MTSS model to scaffold their lessons either within the core or during intervention times. This increased learning time will improve student achievement throughout the course of the year.

This redesign represents a change over the 2012-13 school year by:

25 minute increase daily in ELA for grades K-2

30 minute increase daily in Math for grades K-8

To address the lack of consistent science and social studies instruction, these contents are taught on a rotating basis. Each content unit is taught for a 4-6 week A/B schedule using curriculum designed for the purpose of being used in a rotational pattern. The District's theory of action is through allowing for 3-5 minutes a day increase in social studies and science. Additionally, by clearly articulating the time structure for science and social studies delivery, the district is setting the conditions to successfully implement and monitor its use.

#### IMPROVING ATTENDANCE

We know that student attendance is important. Previously, the district focused on truancy that only accounted for unexcused absences. During the summer of 2013, the district revised our belief systems around the topic of attendance. We now focus on excused and unexcused absences.

In partnership with the Director of Attendance Works, Hedy Chang, we began to focus on Chronic Absenteeism. This is defined as missing 10% or more of school days due to excused or unexcused absences.

Each week, buildings receive a Weekly Chronic Absenteeism report which shows data around four absenteeism categories: Satisfactory, At Risk, Moderate and Severe Chronic percentages. These Weekly Chronic Absenteeism reports show students' names by building and the percentage and number of absences they have in relationship to the four absenteeism categories. We have launched a monthly attendance challenge that is connected to PBIS at each building. The challenge is connected to the percent of students with "Satisfactory" attendance.

Coit's 2013/2014 end of year attendance data: Students missing 20% or more of the total school days for grades K-5= 6%. Students missing 10-19.99% of total school days for grades K-5 = 17%. K, 1st and 3rd Grade had higher percentages of students missing 10% or more of the total school days each with 30% of students in that category. Hispanic (30%) and African American (26%) had 10% or more days missed compared to other subgroups. 30% of students with IEP's have missed 10% or more of the total school days. 22% of students without IEP's have missed 10% or more of the total school days.

We will be looking closely at our current processes and procedures in the building to determine if we are maximizing our instructional time with students. Baseline data on the current use of time will be gathered and studied to identify where modifications and improvements need to be made. Initially, changes will be made to ensure all teachers are providing bell to bell instruction and that quick and efficient daily transitions are being implemented. Additionally, we will limit the number of classroom interruptions through the use of the all call paging system during core learning blocks (9:10-11:55am and 1:00pm-4:18pm), monitor the amount of instructional time being used for bathroom breaks, and monitor when students are picked up from breakfast, lunch, recess, and specials.

#### 8B: TIME FOR ENRICHMENT DURING THE SCHOOL DAY

As an Arts Academy, we are fortunate that the district supports the following opportunities of enrichment for our students in grades K-5: Art for 45 minutes twice a week, Music for 45 minutes twice a week, Dance for 45 minutes once a week (October-May) and Physical Education for 48 minutes twice a week. We do also offer some specialty courses for a select group of students such as Strings, Honors Art, Honors Choir which meets one time a week for 45 minutes. All of our art and special classes align to common core curriculum standards in Reading, Writing, Math, Social Studies and Science. The teachers meet collaboratively once a month to align common core objectives and learning targets with specifically integrated art standards and components that help to reinforce and introduce newly learned concepts at grade level.

Our newly designed time allocations in ELA and Math allow us to provide 30 additional minutes of enrichment and intervention opportunities daily for students around their current learning targets.

Grand Rapids Symphony (AIRS Program), GRAM Language Artists, Schools of Hope, Ebony Road Players, READER'S THEATER with 1st Grade Students (6 performances/ year) are all programs that help to enrich our students exposure to the arts, deepen critical thinking and application of reading strategies. All of these partners help to integrate common core standards through direct art, music and drama instruction. By incorporating these programs our students are getting common core standards reinforced in multiple different learning styles that help to provide differentiation at every Tier in a "real world setting" that ultimately helps to increase student achievement and understanding in the classroom.

#### AFTER SCHOOL

Some District Sponsored Activities that are offered to most schools in the district are: LOOP, Athletics: Soccer, Cross-Country, Basketball, Girls on the Run, Jump Jam., Activities specific to our school are: Civic Theater, Van Andel Institute Science Program, Trips to see Broadway Grand Rapids select shows, Family Art Night. These afterschool enrichment programs provide academic support, cultural exposure to the arts, and connect to the ELA/Science and Writing Standards of the common core curriculum. By aligning these after school activities with core instruction in the classroom student achievement is increased.

#### 8C: TIME FOR PROFESSIONAL COLLABORATION

With the collaboration of the district and the teacher's union, the following dates during the 2014-2015 school year have been designated for 24 hours of professional learning: August 27 (6 hours), September 26 (3 hours), November 3 (3 hours), January 15 (3 hours), February 6 (3 hours), March 27 (3 hours), and May 22 (3 hours). The professional learning on these dates are designed around district, divisional, or building initiatives. An additional 6 hours are left for teachers to choose professional learning opportunities outside of the work day that would support their individual development which will positively impact student learning.

Staff Meetings occur for 90 minutes on the first and third Monday of each month. All Staff participate in professional learning communities two times a month for approximately 45 minutes to review student data and to discuss ways to improve teaching practices to improve student achievement.

Teacher Collaboration occurs each month for elementary teachers. During the 2013/14 school year, elementary teachers were able to accumulate up to 180 minutes of collaboration a month. At this time, the collaboration hours for the 2014/15 school year are being negotiated, but teachers will still be receiving collaboration time.

As mentioned in Requirements 4, 6, and 7, teachers will use PLC's to evaluate student data, review student work, and make the appropriate changes in their teaching practices to address and improve student achievement.

**Requirement #9: Provide ongoing mechanisms for engagement of families and community.**

**Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.**

**Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.**

#### 9A: FAMILY ENGAGEMENT

Parent Teacher Community Council (PTCC) is an advisory council on parent engagement activities that ensures action and accountability for

Grand Rapids Public School's five-year strategic plan and community based priorities. The goals of the PTCC are; strengthen parent's ability to engage and support students' academic success, foster a climate where parents share ownership in school improvement and academic success, provide a structure for parents to provide leadership in the schools and to foster a climate where parents feel welcomed, respected, and valued as important partners in their child's education regardless of economic level, family heritage, language or educational background. This team is made up of community members/volunteers, parents, KSSN Community Coordinator, Parent Action Leader (PAL), teachers and staff and the building administrator. This team meets on a monthly basis. The responsibilities of the PTCC in the area of reform include, but are not limited to:

### SCHOOL IMPROVEMENT PLAN

-Having an understanding of the components around parental involvement in the School Improvement Plan and support each strategy as needed. It is also important for them to have an understanding of the major points of the school improvement plan around student achievement and instruction as to provide supports or feedback. This group will also help to formulate an action plan and timeline to help in successful family/parent engagement. With the help of the PAL and staff members, parents will be informed of the action plan for reform. One specific way the PTCC can help to inform parents is in regards to the importance of attendance through specific informative meetings making a connection between attendance and student achievement. A few times each year the PTCC participants review the Title I Parent Involvement Plan. The purpose of this is to review the components of the Parent Involvement Plan and to monitor that the plan is being implemented. During these meetings, discussion around changes for the following year's Title I Parent Involvement Plan are communicated. The KSSN Community Coordinator hosts multiple Title I family nights throughout the school year to increase parent engagement and increase their knowledge of their student's academic endeavors.

### COMMUNITY BASED PRIORITIES

-The KSSN Community Coordinator and PTCC create opportunities to get community input on reform efforts and recruit additional support from the community to help with these efforts.

### COMMUNICATION

The KSSN Community Coordinator and staff help promote Parent University to increase parent's capacities in being partners with the school and the transformation efforts. The PTCC also prepares and distributes information about upcoming family activities, information about the school improvement and the reform and redesign plan. Coit uses the school's website to post the monthly newsletter. A paper copy of the newsletter is sent to families without internet access. The school's Facebook page is used as a daily form of communication on the school's daily events and reminders for upcoming school sponsored activities. Coit promotes two-way communication from classroom teachers and administration to ensure that parents are kept informed about the progress their students are making at school. The RoboCall system is used to communicate weekly reminders and updates to families of our students.

### ACCOUNTABILITY

-Meeting schedules, minutes, and membership lists are reported to the Parent Engagement Office

Coit Creative Arts Academy's Title 1 School-Wide Parent Involvement Plan was created as a collaborative effort between parents, community and staff. Parents and the community played a key role in the development of this plan and we will continue to utilize their feedback and suggestions in order to update and improve our Plan. Our Parent Involvement Plan contains some of the above mentioned activities as well as:

- Reviewing and distributing the parent compacts in the fall during conferences
- Parent surveys conducted after each Title I Event and at the end of the school year
- Providing information/communication to parents about the school curriculum, instruction and events through a school newsletter, classroom, newsletters, robo calls, fliers, websites (district and Facebook) and home visits
- Kindergarten Here I Come and Kindergarten Round Up events in the spring to connect with future families



### PARENT EVENTS

Open House - The Reform Plan will be discussed at this meeting

Curriculum Nights - Organized family curriculum nights to support parents in developing a deeper understanding of the content expectations for their students and providing them with tools to support their children at home.

Parent Conferences - Opportunities for parents and teachers to dialogue around student academic success. This allows for two-way communication between school and home .

Family Art Night-Opportunities for parents to view their student's art work and partake in art activities with their student.

Coit Creative Arts Academy understands that all parents are not able to come to the school to volunteer, but we know that they want to play an integral part in their child's education. Different ways to do this are to:

- attend our dance performance
- attend our spring musical
- attend our holiday choir concert
- attend our black history month assembly
- attend our strings concert
- help their students with homework and ensure it gets brought back to school
- participate in school fundraising efforts

### 9B COMMUNITY ENGAGEMENT

Parent Teacher Community Council (PTCC) is an advisory council on parent engagement activities that ensures action and accountability for Grand Rapids Public School's five-year strategic plan and community based priorities. The goals of the PTCC are; strengthen parent's ability to engage and support students' academic success, foster a climate where parents share ownership in school improvement and academic success, provide a structure for parents to provide leadership in the schools and to foster a climate where parents feel welcomed, respected, and valued as important partners in their child's education regardless of economic level, family heritage, language or educational background. This team is made up of community members/volunteers, parents, KSSN Community Coordinator, Parent Action Leader (PAL), teachers and staff and the building administrator. This team meets on a monthly basis. The responsibilities of the PTCC in the area of reform include, but are not limited to:

### SCHOOL IMPROVEMENT PLAN

-Having an understanding of the components around parental involvement in the School Improvement Plan and support each strategy as needed. It is also important for them to have an understanding of the major points of the school improvement plan around student achievement and instruction as to provide supports or feedback. This group will also help to formulate an action plan and timeline to help in successful family/parent engagement. With the help of the PAL and staff members, parents will be informed of the action plan for reform. One specific way the PTCC can help to inform parents is in regards to the importance of attendance through specific informative meetings making a connection between attendance and student achievement. A few times each year the PTCC participants review the Title I Parent Involvement Plan. The purpose of this is to review the components of the Parent Involvement Plan and to monitor that the plan is being implemented. During these meetings, discussion around changes for the following year's Title I Parent Involvement Plan are communicated. The KSSN Community Coordinator hosts multiple Title I family nights throughout the school year to increase parent engagement and increase their knowledge of their student's academic endeavors.

### COMMUNITY BASED PRIORITIES

-The KSSN Community Coordinator and PTCC create opportunities to get community input on reform efforts and recruit additional support from the community to help with these efforts.

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### ACCOUNTABILITY

-Meeting schedules, minutes, and membership lists are reported to the Parent Engagement Office

### COMMUNITY PARTNERS

Coit Creative Arts Academy has a community partnerships with Coit Community Church, Gerontology Network, Kendall College, Civic Theater, Cornerstone University, Kent Services, KSSN, Grand Rapids DRIVE (attendance and proficiency target awards), Coit Belknap Community Events, LOOPS (after school tutoring support), Cherry Street medical, dental and vision services. Each of these community partners support our Arts education program, increase student engagement, our academic program, and the overall health of our families.

## PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

**Requirement #10:** The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

**Indicator 10A:** Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvancEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.

.10A:

### Staffing

The building administrator at Coit Creative Arts Academy will have the opportunity to meet with and interview any candidates interested in joining our staff prior to placement. In order to join the staff, candidates will have to apply and interview with the building principal or leadership team for the desired position. The building principal will be able to select their new staff through the interview process, specifically considering the needs of their individual students as identified through the data dialogue process where demographic and student achievement data were thoroughly analyzed. Job descriptions will be developed based on the needs of students in Priority Schools based on this data analysis. The District will recruit candidates who possess the competencies addressed in the job description.

### Calendar

Coit Creative Arts Academy develops their calendar of school events which fit into, but does not conflict with the District's school calendar. We schedule the following school events: Open House, Parent Teacher Conferences, Title I academic nights two times a year, Family Art Night, Spring Musical, Black History Month Assembly, Holiday Choir Concert, Dance Performance and Violin Concert.

### Time

Coit Creative Arts Academy will determine how we will utilize the following requirements involving professional learning and increased learning time.

To ensure increased learning time, instructional time will be monitored closely to ensure that time is being used in a way to maximize student learning.

The following will be monitored and improved upon as needed as it impacts instructional time and student achievement:

1. Classroom procedures for bathroom breaks
2. Times that teacher's pick-up/drop-off students from breakfast, lunch, recess and specialty classes (art, music, physical education, etc.)
3. Classroom transition times to ensure that a minimum amount of time is being used between classroom activities
4. Determine if learning occurs right up to dismissal time each day

teachers in Priority Schools. Some ways that we currently support job-embedded professional learning is through our Professional Learning Communities, Peer Observations, and Learning Walks which are held four times a year. We try to use some of our staff meeting time for professional learning and developing common understanding and expectations with our staff on topics that will meet the needs of staff based on classroom observations or data analysis.

### Budget

The building's instructional leadership team, which consists of the administrator and teaching staff, parents, and community members will have input into the use of Title I set-aside monies that will be used in our program to support our Priority School status. Recommendations for spending will be based on our deep analysis of the four types of data: demographic, perception, process, and student achievement and the Big Ideas that we created based on this data which are the basis for the design of our Reform and Redesign Plan.

**Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.**

**Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.**

**Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.**

### DISTRICT:

Leanne Lange, Elementary School Reform Facilitator, is our central office liaison. Leanne and Rick Noel, the Executive Director of Elementary Schools and Early Childhood, will attend and participate in the four data dialogues and learning walks that will occur during the school year. Leanne and Rick will provide notes of visit each time they are in the building with observational notes that are directly tied to the Big Ideas as well as providing next steps to make improvements in areas of concern. A Leadership Coach has been assigned to work as a coach to enhance the leadership skills of the administrator. He meets with the administrator bi-weekly.

### KENT ISD:

A school improvement facilitator from Kent ISD will attend data dialogues and learning walks and will organize and facilitate the school support team meetings four times per year. Technical assistance will be provided when needed.

The District will participate in workshops and conferences that are hosted and facilitated by Kent ISD, MDE, and other external partners or organizations. The District will ensure that this new learning is shared with the staff members of Priority Schools.